



M.E.T.S. CHARTER SCHOOL  
(80-6068-951)  
Grades Offered: 06-12  
2017-2018

**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note,see note below table

How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov) with any questions about the reports



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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	CHARTERS
District	M E T S CHARTER SCHOOL
Principal Name	MR. FRYE
Address	211 SHERMAN AVE JERSEY CITY, NJ 07307
Phone Number	(201)526-8500
Email Address	<a href="mailto:DFRYE@METSCHARTERSCHOOL.ORG">DFRYE@METSCHARTERSCHOOL.ORG</a>
Website	<a href="http://www.metscharterschool.org">http://www.metscharterschool.org</a>
Facebook	<a href="https://www.facebook.com/profile.php?id=100009190648310">https://www.facebook.com/profile.php?id=100009190648310</a>
Twitter	<a href="https://twitter.com/metscharter">https://twitter.com/metscharter</a>



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
6	44	41	44
7	58	48	52
8	71	71	54
9	93	125	183
10	72	69	131
11	72	64	131
12	65	79	82
Total	475	497	677

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	47.4%	47.9%	46.4%
Male	52.6%	52.1%	53.6%
Economically Disadvantaged Students	70.1%	69.0%	74.9%
Students with Disabilities	10.3%	10.3%	10.2%
English Learners	1.1%	4.2%	1.8%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.4%	0.1%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	8.6%	7.0%	3.0%
Hispanic	44.8%	47.9%	43.0%
Black or African American	35.2%	35.4%	47.0%
Asian	10.9%	8.7%	6.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.4%	0.1%
Two or More Races	0.2%	0.6%	0.0%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	475	497	677
Shared Time Students	0	0	0
Full Time Equivalent	475	497	677

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	94.7%
Spanish	5.2%
Other Languages	0.1%



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	38	38	50	Not Met	36	36	50	Not Met
White	*	*	50	**	*	*	51	**
Hispanic	37.5	37.5	49	Not Met	39	39	48	Not Met
Black or African American	25	25	44	Not Met	35	35	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	64.5	64.5	61	**	*	*	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	N	49	**	N	N	51	**
Economically Disadvantaged	37	37	48	Not Met	36	36	47	Not Met
Students with Disabilities	*	*	41	**	*	*	43	**
English Learners	N	N	54	**	N	N	51	**



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A student’s SGP falls between 1 and 99 and can be grouped into three level

Low Growth: Less than 35

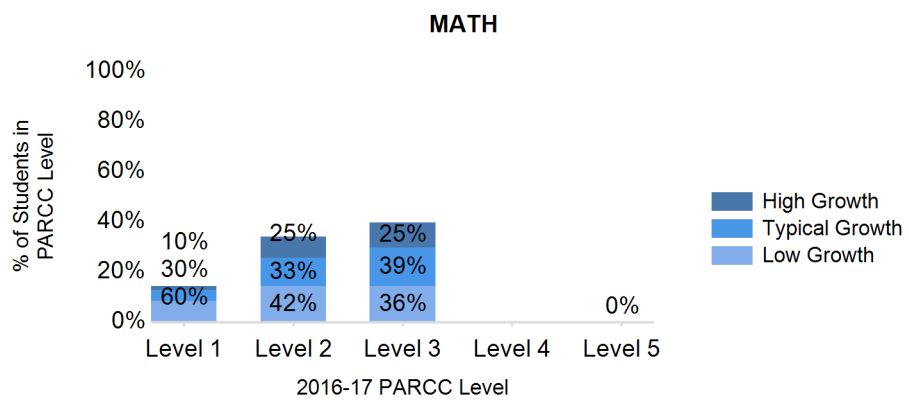
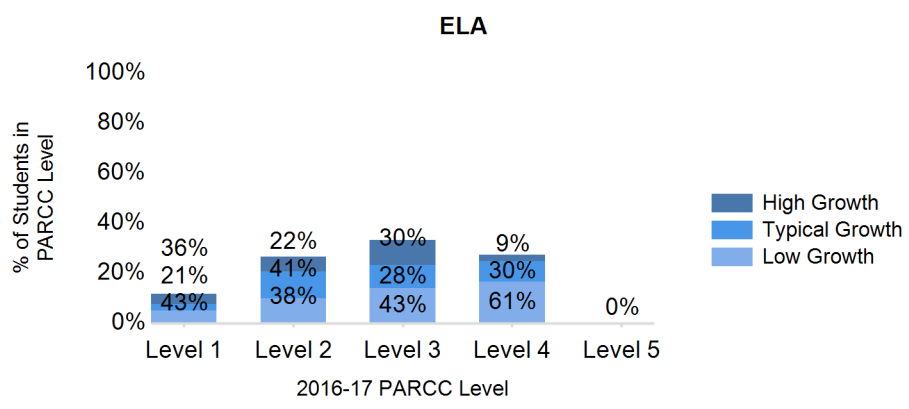
Typical Growth: Between 35 and 65

High Growth: Greater than 65

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

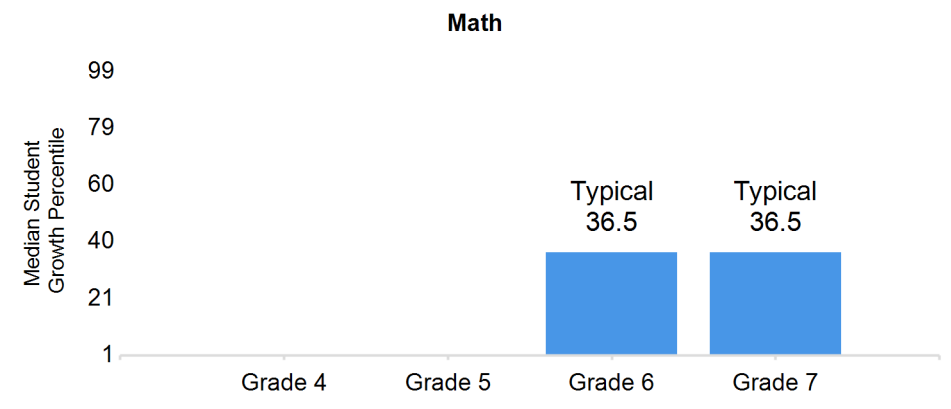
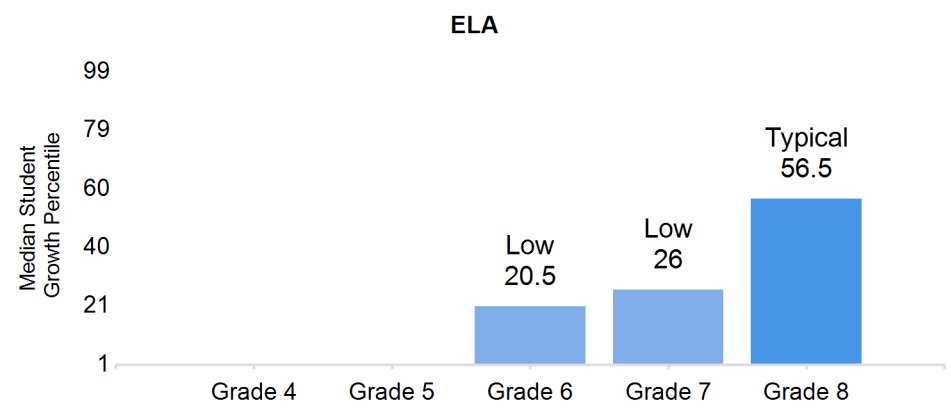
Student Growth by Performance Level

These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey’s accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	456	99.6	29.2	29.2	56.7	29.2	23.6	Met Target
White	*	*	*	*	65.6	*	**	**
Hispanic	217	100.0	27.6	27.6	42.5	27.6	23	Met Target
Black or African American	198	99.0	26.8	26.8	37.3	26.8	20.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	29	100.0	44.8	44.8	82.3	44.8	35.7	Met Target
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	N	N	N	N	63.4	N	**	**
Female	206	100.0	35.9	35.9	64.5	35.9		
Male	250	99.2	23.6	23.6	49.4	23.6		
Economically Disadvantaged Students	347	100.0	28.6	28.6	38.5	28.6	23.6	Met Target
Non-Economically Disadvantaged Students	109	98.2	31.2	31.2	67.5	31.2		
Students with Disabilities	44	100.0	*	*	21.6	*	7.6	Not Met
Students without Disabilities	412	99.5	*	*	63.9	*		
English Learners	10	100.0	10.0	10.0	27.3	10.0	**	**
Non-English Learners	446	99.6	29.6	29.6	59.4	29.6		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	728	728	754	*	30%	*	*	*	27%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	16	733	733	742	*	*	*	*	*	38%	42%
Black or African American	21	721	721	737	*	*	*	*	*	14%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	23	737	737	761	*	*	*	*	*	39%	64%
Male	21	717	717	748	*	*	*	*	*	14%	48%
Economically Disadvantaged Students	33	732	732	739	*	*	*	*	*	30%	37%
Non-Economically Disadvantaged Students	11	715	715	764	*	*	*	*	*	18%	68%
Students with Disabilities	*	*	*	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	*	760	*	*	*	*	*	*	63%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	44	728	728	755	*	30%	*	*	*	27%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	733	733	760	21%	*	33%	*	*	31%	63%
White	*	*	*	768	*	*	*	*	*	*	72%
Hispanic	25	732	732	746	*	*	*	*	*	28%	49%
Black or African American	23	733	733	740	*	*	*	*	*	35%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	24	741	741	769	*	*	*	*	*	38%	72%
Male	28	726	726	752	*	*	*	*	*	25%	54%
Economically Disadvantaged Students	*	*	*	742	*	*	*	*	*	*	44%
Non-Economically Disadvantaged Students	*	*	*	771	*	*	*	*	*	*	73%
Students with Disabilities	*	*	*	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	768	*	*	*	*	*	*	71%
English Learners	N	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	52	733	733	762	21%	*	33%	*	*	31%	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%





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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	735	735	759	*	29%	36%	*	*	27%	60%
White	*	*	*	767	*	*	*	*	*	*	70%
Hispanic	36	732	732	744	*	31%	33%	*	*	25%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	28	737	737	768	*	*	*	*	*	25%	69%
Male	27	733	733	751	*	*	*	*	*	30%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Non-Economically Disadvantaged Students	*	*	*	769	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	766	*	*	*	*	*	*	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	176	730	730	752	20%	20%	33%	*	*	27%	55%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	81	728	728	735	20%	23%	37%	*	*	20%	38%
Black or African American	85	729	729	734	21%	19%	32%	*	*	28%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	N	N	N	760	N	N	N	N	N	N	63%
Female	76	739	739	759	*	20%	37%	*	*	34%	63%
Male	100	723	723	744	*	21%	30%	*	*	21%	46%
Economically Disadvantaged Students	130	729	729	733	*	*	35%	*	*	24%	34%
Non-Economically Disadvantaged Students	46	733	733	761	*	*	26%	*	*	35%	65%
Students with Disabilities	18	702	702	716	*	*	*	*	*	*	15%
Students without Disabilities	158	733	733	758	*	*	*	*	*	*	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	132	731	731	749	20%	19%	28%	*	*	33%	51%
White	*	*	*	756	*	*	*	*	*	*	58%
Hispanic	61	733	733	733	18%	16%	30%	*	*	36%	38%
Black or African American	61	726	726	728	23%	23%	28%	*	*	26%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	56	738	738	759	18%	*	30%	*	*	41%	60%
Male	76	727	727	739	21%	*	26%	*	*	28%	42%
Economically Disadvantaged Students	92	732	732	730	*	*	28%	*	*	34%	34%
Non-Economically Disadvantaged Students	40	729	729	758	*	*	28%	*	*	33%	59%
Students with Disabilities	13	685	685	707	*	*	*	*	*	*	15%
Students without Disabilities	119	736	736	756	*	*	*	*	*	*	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%



**M.E.T.S. CHARTER SCHOOL**  
 (80-6068-951)  
 Grades Offered: 06-12  
 2017-2018

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	127	733	733	736	23%	15%	30%	*	*	32%	39%
White	*	*	*	737	*	*	*	*	*	*	41%
Hispanic	42	741	741	731	*	*	36%	*	*	38%	35%
Black or African American	72	723	723	729	26%	22%	29%	22%	0%	22%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	N	737	N	N	N	N	N	N	39%
Female	74	734	734	745	20%	*	35%	*	*	31%	48%
Male	53	731	731	728	26%	*	23%	*	*	34%	31%
Economically Disadvantaged Students	96	734	734	730	*	*	*	*	*	35%	33%
Non-Economically Disadvantaged Students	31	727	727	739	*	*	*	*	*	23%	42%
Students with Disabilities	17	706	706	708	*	*	*	*	*	*	13%
Students without Disabilities	110	737	737	742	*	*	*	*	*	*	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

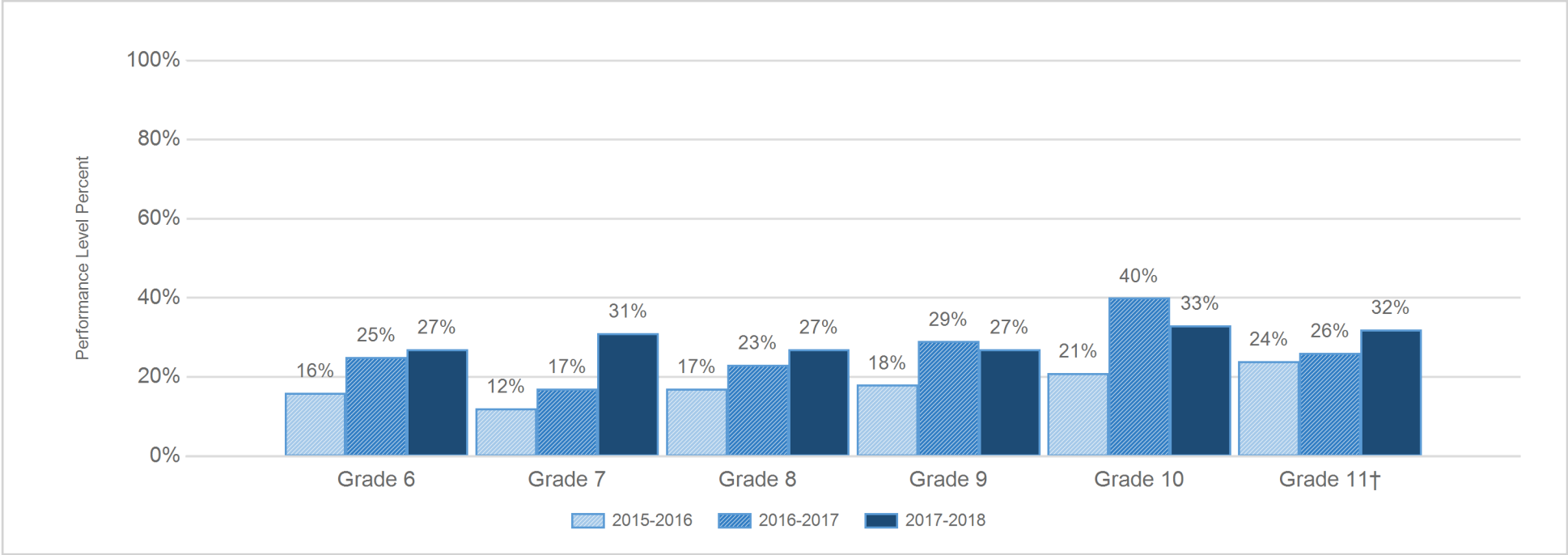


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	454	99.3	*	*	45.0	*	17	Not Met
White	*	*	25.0	25.0	54.1	25.0	**	**
Hispanic	216	99.5	12.0	12.0	29.2	12.0	15.6	Met Target†
Black or African American	198	99.0	*	*	23.4	*	14.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	27	100.0	14.8	14.8	77.0	14.8	32.2	Not Met
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	N	N	N	N	53.0	N	**	**
Female	207	100.0	*	*	46.0	*		
Male	247	98.8	*	*	43.9	*		
Economically Disadvantaged Students	347	99.7	*	*	26.6	*	17.1	Not Met
Non-Economically Disadvantaged Students	107	98.2	*	*	55.9	*		
Students with Disabilities	46	100.0	*	*	17.1	*	4	Not Met
Students without Disabilities	408	99.3	*	*	50.5	*		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	720	720	744	*	*	*	*	*	*	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	16	719	719	731	*	*	*	*	*	13%	27%
Black or African American	21	720	720	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	23	720	720	745	*	*	*	*	*	*	45%
Male	21	720	720	742	*	*	*	*	*	*	42%
Economically Disadvantaged Students	33	724	724	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	11	708	708	753	*	*	*	*	*	*	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	49%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	44	720	720	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	725	725	743	19%	29%	33%	19%	0%	19%	43%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	25	730	730	732	*	*	44%	*	*	20%	27%
Black or African American	23	719	719	727	*	*	*	*	*	17%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	24	725	725	745	*	*	*	*	*	17%	45%
Male	28	725	725	741	*	*	*	*	*	21%	42%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	55%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	52	725	725	744	19%	29%	33%	19%	0%	19%	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%





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Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	718	718	728	33%	27%	24%	*	*	16%	28%
White	*	*	*	736	*	*	*	*	*	*	36%
Hispanic	32	714	714	722	38%	*	*	*	*	13%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	26	717	717	731	*	*	*	*	*	15%	31%
Male	23	720	720	725	*	*	*	*	*	17%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	35%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	163	719	719	746	22%	40%	26%	12%	0%	12%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	76	721	721	730	22%	37%	26%	14%	0%	14%	27%
Black or African American	77	714	714	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	64	722	722	748	20%	34%	33%	*	*	13%	48%
Male	99	716	716	745	23%	44%	21%	*	*	11%	44%
Economically Disadvantaged Students	124	718	718	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	39	722	722	756	*	*	*	*	*	*	57%
Students with Disabilities	22	700	700	716	*	*	*	*	*	*	13%
Students without Disabilities	141	722	722	752	*	*	*	*	*	*	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%



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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	717	717	735	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	37%
Hispanic	47	719	719	723	*	*	*	*	*	*	14%
Black or African American	51	714	714	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	46	718	718	736	*	*	*	*	*	*	30%
Male	61	716	716	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	76	717	717	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	31	715	715	741	*	*	*	*	*	*	38%
Students with Disabilities	12	707	707	713	*	*	*	*	*	*	*
Students without Disabilities	95	718	718	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	149	700	700	727	*	*	*	*	*	*	30%
White	*	*	*	733	*	*	*	*	*	*	35%
Hispanic	56	710	710	710	*	*	*	*	*	*	14%
Black or African American	88	694	694	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	89	700	700	728	*	*	*	*	*	*	30%
Male	60	702	702	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	106	702	702	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	43	695	695	736	*	*	*	*	*	*	37%
Students with Disabilities	16	685	685	693	*	*	*	*	*	*	*
Students without Disabilities	133	702	702	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

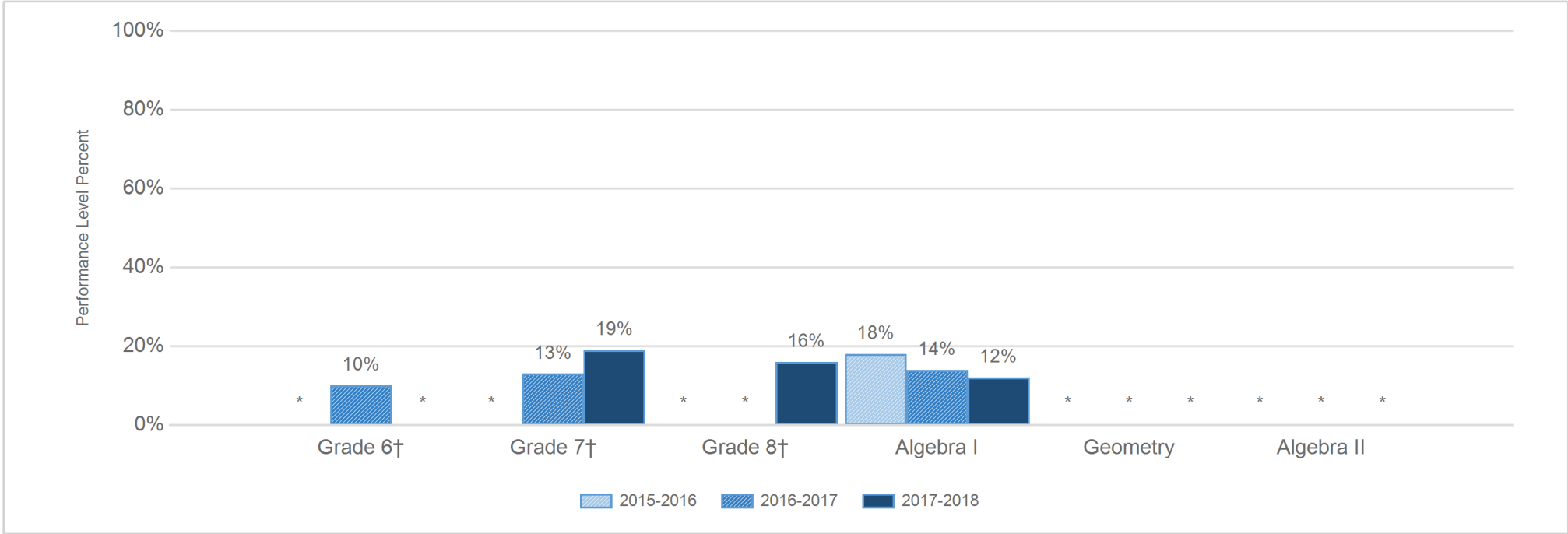


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
6	N	N
7	N	N
8	N	N
9	N	N
10	N	N
11	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	N	N	N
5 or more	N	N	N



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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

### NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

### Biology Assessment Information

New Jersey transitioned from the Biology Assessment to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

### PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	67.2%	85.0%
12th graders taking SAT in 2017-18 or prior years	91.5%	72.2%
12th graders taking ACT in 2017-18 or prior years	N	24.6%

### PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	407	478	Grade 10: 430 Grade 11: 460	29%	62%
PSAT 10/NMSQT - Math	419	478	Grade 10: 480 Grade 11: 510	22%	42%
SAT - Reading and Writing	448	542	480	31%	72%
SAT - Math	431	543	530	13%	54%
ACT - Reading	N	24	N	N	62%
ACT - English	N	24	N	N	78%
ACT - Math	N	24	N	N	62%
ACT - Science	N	23	N	N	53%





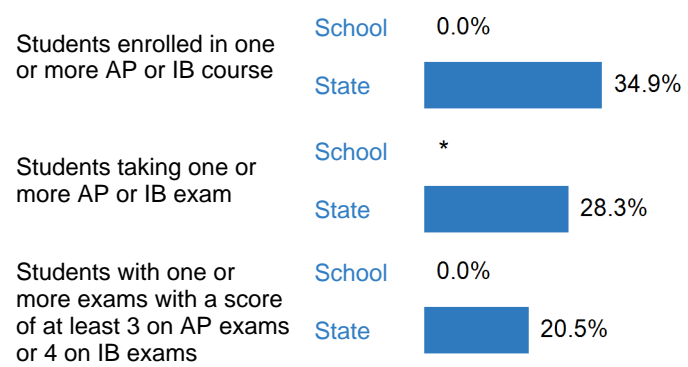
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



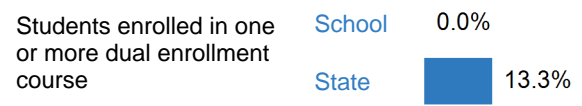
AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP English Literature and Composition	0	1
Total Exams taken		1
Exams with scores of at least 3 on AP exams or 4 on IB exams		0

Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.





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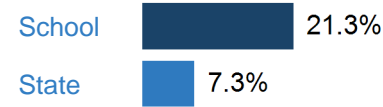
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

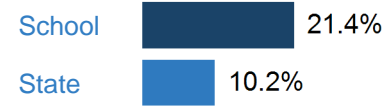
Career and Technical Education Participation

The graphs below show the percentage of students who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants  
(completed only one course in an approved CTE program)



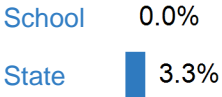
CTE Concentrators  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Arts, AV Technology & Communications	17		
Science, Technology, Engineering & Mathematics	208		
Total (All Clusters)	225	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

### Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0	0	0	0	0	44
7	0	0	0	0	0	0	52
8	6	0	0	0	0	0	54
9	150	37	23	0	0	0	165
10	5	111	23	8	0	0	108
11	3	12	102	15	5	0	123
12	0	1	5	31	27	0	73
Total	164	161	153	54	32	0	619
Enrolled in AP/IB Course					0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

### Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	9	6	0	0	169	1
10	18	113	0	0	7	1
11	66	24	0	0	20	48
12	7	17	0	0	8	40
Total	100	160	0	0	204	90
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	179	5	0	0	0	0
10	9	125	0	0	0	3
11	4	130	0	15	0	5
12	1	10	0	14	0	10
Total	193	270	0	29	0	18
Enrolled in AP/IB Course	0	0	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
9	124	0	0	0	0	59	0
10	104	0	0	0	0	26	0
11	6	0	0	0	0	1	0
12	3	0	0	0	0	1	0
Total	237	0	0	0	0	87	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0



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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Total	0



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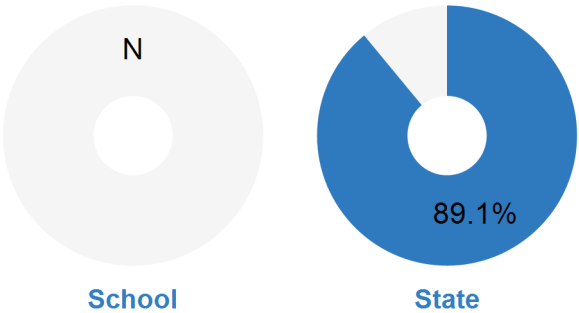
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Visual and Performing Arts – Course Participation

The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

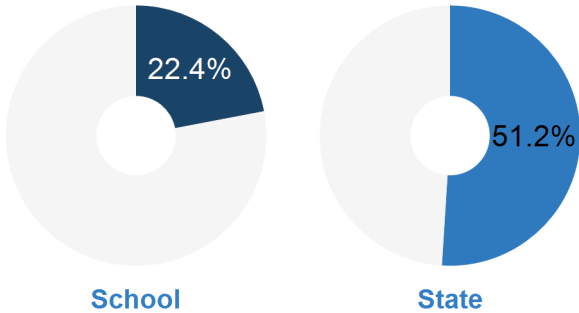
Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

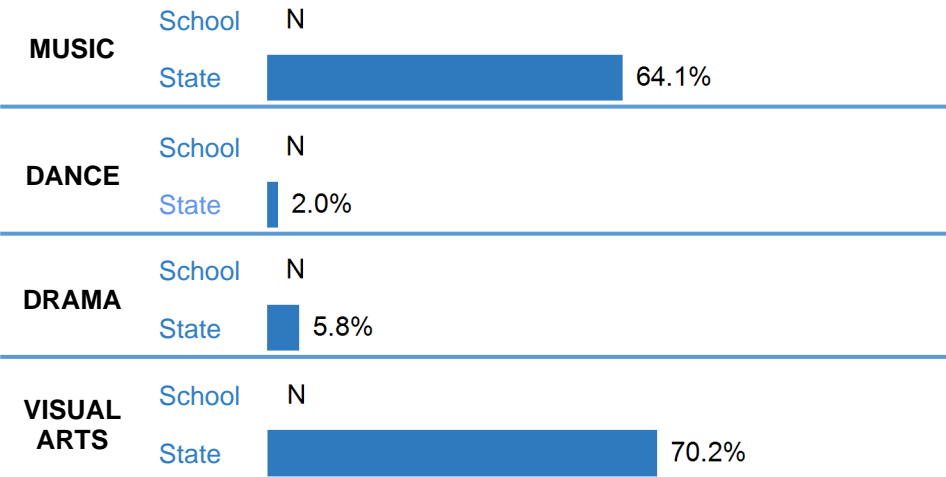


Grades 9-12:

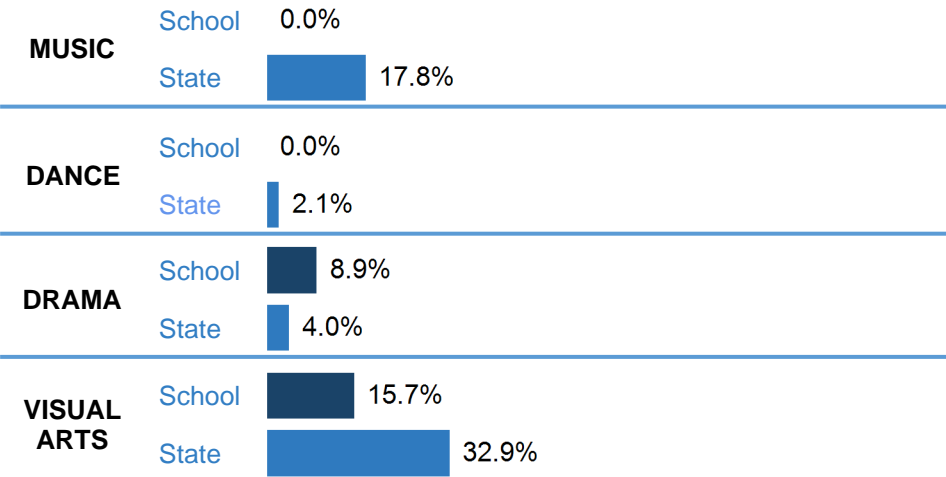
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

### Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey’s accountability system, see these [accountability resources](#).

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	85.9%	90.9%	100.0%	92.4%	100.0%	N	Met Goal	97.0%	N	Met Goal
White	*	95.0%	100.0%	95.7%	100.0%	**	**	*	**	**
Hispanic	76.5%	84.8%	100.0%	87.3%	100.0%	N	Met Goal	100.0%	**	**
Black or African American	91.1%	84.2%	100.0%	86.8%	100.0%	N	Met Goal	92.6%	96.0%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	97.0%	100.0%	97.7%	100.0%	**	**	*	**	**
American Indian or Alaska Native	*	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	N	92.0%	N	93.9%	N	N	N	N	N	N
Economically Disadvantaged Students	85.2%	84.6%	100.0%	87.0%	100.0%	N	Met Goal	95.1%	N	Met Goal
Students with Disabilities	90.9%	80.1%	*	83.5%	*	**	**	*	**	**
English Learners	*	75.8%	*	81.8%	*	**	**	N	N	N
Homeless Students	N	72.6%	*	79.1%	*			N		
Students in Foster Care	N	62.6%	N	64.9%						





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Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	31.6%	13.9%
Substitute Competency Test	62.0%	75.9%
Portfolio Appeals Process	0.0%	3.8%
Alternate Requirements specified in IEP	1.3%	1.3%
Unknown	5.1%	5.1%

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2018	85.9%	-
2017	100.0%	100.0%
2016	100.0%	97.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2017-2018	0.6%	1.2%
2016-2017	0.0%	1.1%
2015-2016	0.0%	1.2%



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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	48.1%	13.2%	86.8%
White	*	*	*
Hispanic	51.7%	20%	80%
Black or African American	38.5%	6.7%	93.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	45.6%	15.4%	84.6%
Students with Disabilities	20%	50%	50%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	88.6%	35.7%	64.3%	82.9%	17.1%	92.9%	7.1%
White	93.3%	28.6%	71.4%	92.9%	7.1%	100%	0%
Hispanic	85.7%	41.7%	58.3%	75%	25%	87.5%	12.5%
Black or African American	88%	45.5%	54.5%	86.4%	13.6%	90.9%	9.1%
Asian, Native Hawaiian, or Pacific Islander	90.9%	10%	90%	80%	20%	100%	0%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	86.8%	34.8%	65.2%	82.6%	17.4%	91.3%	8.7%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	N	N	N	N	N	N	N



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

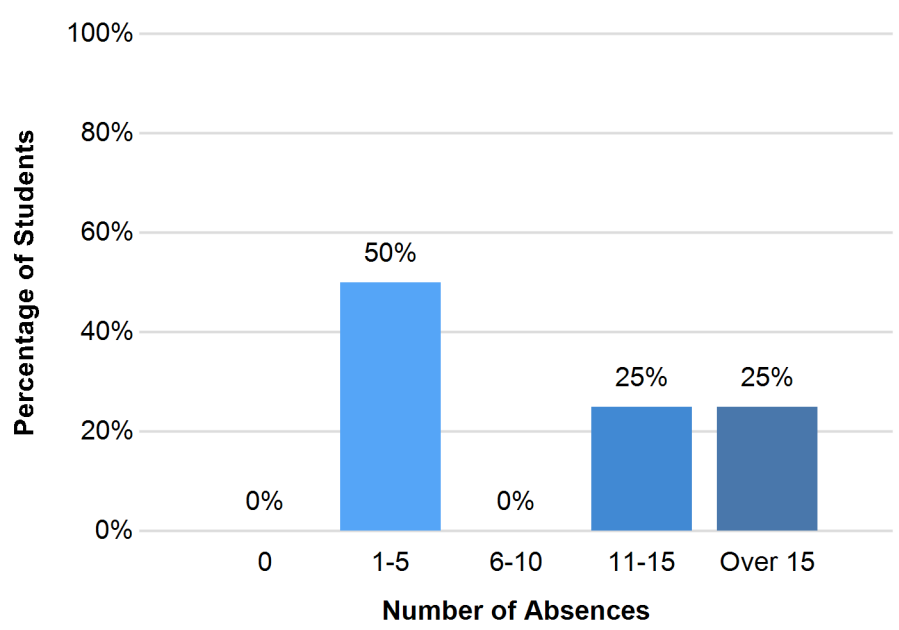
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	*	*	**	**
White	N	N	N	N
Hispanic	*	*	**	**
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





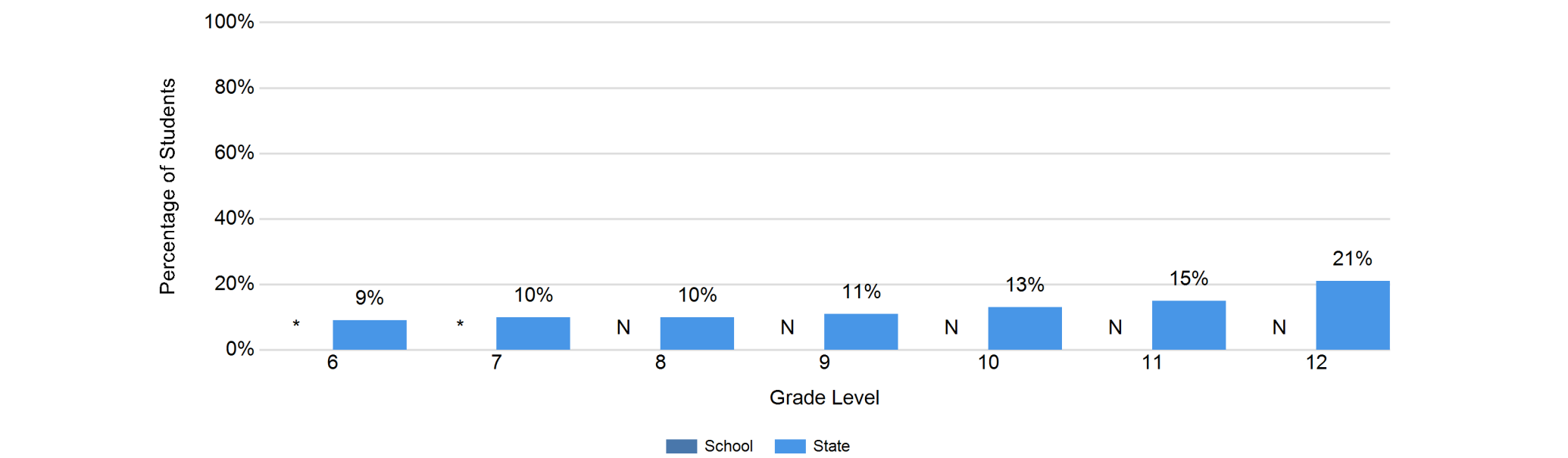
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	9
Weapons	1
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	1.77

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0



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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	18	2.7%
Any Suspension	18	2.7%
Removal to other education program	0	0.0%
Expulsion	*	*
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
117



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:00 AM
Typical End Time	3:00 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 1 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1.2:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor’s Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	\$1,385	\$12,634	\$14,019



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**Key terms for staff data:**

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

### Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	54	117,464
Average years experience in public schools	4.0	12.0
Average years experience in district	1.6	10.7
Teachers in district for 4 or more years	8.8%	75.5%

### Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	6	9,374
Average years experience in public schools	10.3	16.0
Average years experience in district	1.7	12.0
Administrators in district for 4 or more years	33.3%	76.2%

### Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	113:1	113:1
Teachers to Administrators	9:1	9:1
Students to Librarians/Media Specialists		N
Students to Nurses		N
Students to Counselors		339:1
Students to Child Study Team		N





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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

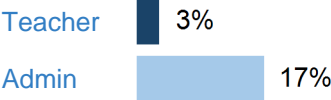
Bachelor’s Degree



Master’s Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	66.0%	90.2%
2016-17 Administrators: Same district 2017-18	80.0%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	96.2%



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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	59.3%	66.7%
Male	40.7%	33.3%
White	57.4%	66.7%
Hispanic	20.4%	0.0%
Black or African American	9.3%	33.3%
Asian	11.1%	0.0%
American Indian or Alaska Native	1.9%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		



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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Score	Weight
English Language Arts Proficiency	2.08	14.7%†
Mathematics Proficiency	2.08	14.7%†
Graduation Rate - 4-Year	93.62	17.6%†
Graduation Rate - 5-Year	59.57	17.6%†
English Language Arts Growth	20.83	17.6%†
Mathematics Growth	22.22	17.6%†
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	**	**
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights	35.15	n/a
<b>Summative Rating:</b> Percentile Rank of Summative Score	27.08	n/a
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5 <sup>th</sup> percentile	No	n/a
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%	No	n/a

† Weights indicated by this symbol were adjusted due to data availability



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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Not Met	Met Goal	Met Goal	Not Met	Not Met	N	**	No
White	**	**	No	**	**	**	**	**	**	n/a	**	No
Hispanic	40.67	21.20	No	Met Target	Met Target†	Met Goal	**	Not Met	Not Met	n/a	**	No
Black or African American	26.87	21.20	No	Met Target	Not Met	Met Goal	Not Met	Not Met	Not Met	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target	Not Met	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	N	N	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	N	N	**	**	n/a	**	No
Economically Disadvantaged Students	39.62	21.20	No	Met Target	Not Met	Met Goal	Met Goal	Not Met	Not Met	n/a	**	No
Students with Disabilities	**	**	No	Not Met	Not Met	**	**	**	**	n/a	**	No
English Learners	**	**	No	**	**	**	N	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).





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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> <li>M.E.T.S., in conjunction with several community colleges, participates in a dual enrollment program where students take advanced courses in Math, English, History, and Science for credit.</li> <li>Students in grades 10-12 participate in science, technology, and engineering related competitions and programs in collaboration with various universities and the New Jersey School Board Association.</li> </ul>
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Mission Statement: M.E.T.S. Charter School is an Early College Preparatory School that utilizes research-based instructional practices to achieve student proficiency in mathematics, engineering, technology, and science. Our school is committed to providing a high-quality education focused on college and career readiness while fostering an equitable, innovative, and creative learning environment. We prepare all students to take college level courses and graduate from high school within four years with up to 60 college credits and/or an associate degree. Our school promotes postsecondary success by prioritizing admission to a four-year college or university for each member of our graduating class. We dare every student to be extraordinary!</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>The M.E.T.S. educational programming enhance content with the use of technology. All major content area courses use electronic textbooks, online learning management systems such as Canvas and Google Classroom, and digital assessments through Edulastic to monitor student academic progress. Partnerships with universities provide curriculum and resources such as the Engineer Your World Curriculum from the University of Texas. Electives include capstone and independent study courses in Engineering, graphic and digital arts, computer programming, and fine arts which provide skills and resources for the creation of the school online newspaper, participation in S.T.E.M. competitions, and studies in advanced dual enrollment college courses.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys &amp; Girls), Cheerleading (Boys &amp; Girls), Soccer (Boys), Softball (Girls), Volleyball (Boys &amp; Girls)</p>
 <p>Clubs and Activities:</p>	<p>M.E.T.S. CS offers and participates in clubs, competitions and programming in the following areas: Robotics, Poetry, Chorus, Student Council, Breakfast Club, Dance Team, Music, Art, Science Leaders for the Future, Video/Film, Debate.</p>





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 <div>Staff and Professional Learning:</div>	<p>In a continuous effort for improvement in instructional practices, M.E.T.S. faculty are involved in various professional development (PD) opportunities. At the start of the year, new teachers are provided professional development one week prior to the start of school to review school policies and procedures. Returning teachers join new teachers and collaboratively work together to prepare for the start of the year. During the year, in-house weekly meetings provide time for professional learning communities, data talks, and action planning. Monthly, a half-day PD session with teachers is given to strengthen pedagogical skills and promote teacher collaboration through small group meetings. Additionally, a new teacher academy was created for novice teachers to enhance instructional practice with feedback, and strategies for growth in the areas of classroom management, planning, and assessment. Master teachers attend out-of-district PDs and turn key information to their colleagues.</p>
 <div>Postsecondary Information:</div>	<p>The vision of M.E.T.S. Charter School is to prepare students to excel in college and other postsecondary education programs. The college acceptance rate is 100 percent. Students begin preparing their junior and senior year taking Naviance classes as a guide for college acceptance. To assist students, M.E.T.S. requires all 10th and 11th-grade students to take the PSAT in school and 12th grade to participate in the SAT School day. Students also take classes for SAT preparation using Khan Academy's test practice through College Board. During their senior year, M.E.T.S. hosts Junior Night, Financial Aid Night, and individual meetings with students to further guide and support in receiving financial aid and scholarships for college. Alumni are attending Rutgers University, Columbia University, Howard University, and community colleges such as Hudson County Community College. Those students who prefer not to pursue a college degree are prepared for a technical or trade school and career.</p>







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 <p>Student Supports and Services:</p>	<p>Our school presently offers pull-out replacement, in-class resource, and supplemental services for classified students.</p>
 <p>Student Health and Wellness:</p>	<p>Our school health office offers comprehensive health surveillance to the children of M.E.T.S Charter School. The nurse is trained in the Centers for Disease Control and Prevention Heads Up program, as well as out of hospital pediatric emergency protocols. Annual health screening is offered to all students including biennial scoliosis, vision, and auditory screenings for early detection. Students engage in various sports and physical education activities throughout the week. Attention to dietary and nutritional needs are addressed through the breakfast and lunch program. The school nurse periodically checks in with the students regarding their health issues and offers personalized guidance to help them maintain their personal health to learn at their highest potential.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers</p> <p>The M.E.T.S. Charter School community of teachers, students and parents are asked to participate in the New Jersey Climate Survey for schools. The survey is used to assess the current state of the climate and culture of the district, create a data informed plan of action, and monitor progress towards goals and the mission of the school. The survey is given quarterly, compiled and analyzed by the school leadership team, and shared with participants.</p>
 <p>Facilities:</p>	<p>M.E.T.S. Charter School is located in Jersey City, NJ with a satellite location in Newark, NJ. The Jersey City (JC) campus is a renovated Catholic school building with a gymnasium, five (5) science labs, an Engineering room, a digital and graphic arts room, and a fine art classroom. Each room is equipped with a SMART Epson Projector system, mobile computer, and laptop carts for the Career and Technical Education (CTE) courses. The campus is located near the light rail and public transportation system, and five (5) minutes away from the JC Heights commercial district. The Newark campus is a shared space with Chase Bank. A newly renovated facility, the school has central air and heating. Classrooms are equipped with smart board and laptop computers similar to the Jersey City campus as well as science labs and an Engineering room for CTE courses.</p>
 <p>School Safety:</p>	<p>M.E.T.S. Charter School is committed to ensuring student safety. The Student Code of Conduct describes the policies regarding transportation, staff, student, and visitor entrance and exit procedures, and other school operational processes. Essential to the safety of students is the safe routes students use for public transportation where the school safety coordinator monitors students traveling in the morning and afternoon. Every member of the school community collaboratively works to implement school policy. At least three security guards are present on each campus to welcome students and guests and monitor student activity throughout the instructional day. The Dean of Students engages with faculty, staff and students to promote and maintain a positive culture and climate. The administrative team monitors and reviews policies yearly with feedback from the community on how to improve safety measures.</p>




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 <div>Technology and STEM:</div>	<p>At M.E.T.S. Charter School we immerse our students in STEM classes, clubs, and programs. The curriculum is saturated with technology where students learn programming, graphic design and audio-video production in various courses. Specifically, the engineering program offers programming languages such as C++, Java, and Python with applications in programming controllers such as Arduino and Raspberry Pi. In the graphic and video design courses, students learn front-end design using the Adobe Creative Suite of technologies. In the audio-video production courses, students operate Sony HD camcorders, such as the Nikon D3400 DSL Cameras and Adobe Premiere to create clips and segments for school use. Every student receives a mobile hotspot and a personal Chromebook to gain experience with technologies including google drive, docs, and classroom. Lastly, our students have access to various online tools including Canvas, Khan Academy, Naviance, Read 180 SRI, Turnitin and Sadlier Connect.</p>
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